**Component #1: Needs, Goals & Objectives (Enhancing My College Readiness Skills)**

1)  Student identifies two existing data sources and one other approach for assessing student needs and describes how these data sources will be analyzed in order to identify needs and gaps in achievement.

Title of Group Program:  **"College Readiness"**

“Standards need to drive instruction through a process of assessment tied to the standards, the results of which are subjected to data analysis and are communicated about with students. The relationship between assessment and instruction is close and repetitive” (ed.gov., 2007). In implementing this program school counselor will collaborate with other colleagues to determine the students that will most benefit from the program. Student’s report card will be used to analyzed and assess which students will fit the criteria for participating in the College Readiness structured program. The main focus will be on Math and Reading subject areas. The student's report card will be analyzed to explore when the academic gap started and in what subject area. The purpose is to encourage academic and personal growth in preparation for college preparation in accordance to No Child Left Behind Act.

The second existing data source that will be used to help determine students who fit the criteria for this College Readiness group is the data from the Measures of Academic Progress (MAP).  This test is administered to all students attending public schools in South Carolina in grades 2-10 in the subject areas of Reading, Math and Language Arts.  It is a computer based assessment therefore, every student with or without a disability will take this test and scores are graded electronically.  “The tests provide accurate and immediate scores to help teachers, and school counselors, plan instructional programs, place students in appropriate classes, and screen students for special programs” (horrycountyschools.net, 2012).  By using the assessments from this test it allow for all students despite their condition or situation to be chosen to participate in this group.

The final data source that will be used is part of a project implemented by the Education Policy Improvement Center called Environmental Scan.  This project is being conducted in South Carolina to better understand a connection between high school and college.  The data being collected by participation institutions will be analyzed to determine whether high school students are being prepared for college courses.  According to the National Center for Education Statistics (2011), South Carolina does not have an “align high school graduation requirements with college- and career-ready expectations or a develop college-and career-ready assessment systems.

South Carolina Course Alignment Project: Environmental scan. (2012). Retrieved from https://www.epiconline.org/south\_carolina/publications

National Center for Education Statistics. (2011). Retrieved from http://nces.ed.gov/programs/statereform/tab5\_9.asp

**Population:**

The population for this "College Readiness" group programs will be targeting all students in the ninth grade. These students will meet the criteria of needing assistance with college preparation that is due to low academic scores in the area of Reading, Math and Comprehension.   The first group will start will 10 students being based on referrals.

**Recruitment and Screening:**

Due to the severity of this issues and the gap that happen between high school and colleges a more thorough screening is going to be involved in this structured group.  The main recruitment of students is through student's profile, being recommended by other guidance counselors and assessments.  Student’s recommendation can also be suggested by a teacher.  There will be an announcement made during the regular announcements as well as.  Students will be chosen based on timely schedules during regular guidance counseling sessions where career goals have not been adequately met.  The population for this group will be determined by the number of signed informed consents form returned by qualifying students.

**Group Structure:**

This College Readiness psycho-educational group will only meet for six sessions.  The group will meet once a week on Tuesday for one hour at 1:45-2:45 pm during Learning Strategies (fancy name for Study Hall) in one of the school's private conference rooms. These sessions will begin by using traditional methods of researching and brainstorming about career exploration, then the group will move toward conducting research by using school supplied notebooks or COWs (meaning computers on wheels).

2) Student develops one overarching goal for the group program based on identified need; the goal aligns with the academic mission of schools.

The major goal of this counseling group is to educate, empower, and bring awareness to students about being prepared for college and their future once they graduate high school.  Once the targeted students have complete the group counseling it is my hope that each student will have a clear focus on their career goals and understanding their maximum ability to succeed now and in the future.

3)  Student develops **two** measurable objectives for session #1 of the structured group program that supports the established goal (**one** school counseling content and **one** mathematics content).

**School counseling content:**

80 % of the students will demonstrate the ability to research college requirements from their top three chosen careers and make needed corrections in high school courses by following through and asking questions while receiving positive feedback from the school counselor to stay on track and become college ready (A: B1.1 demonstrate the motivation to achieve individual potential, A: B1.3 Apply the study skill necessary for academic success at each level).

**Mathematics content:**

Collect and organize current professions and place data in graphic form (bar, line, and circle graphs). (N-Q.2. Define appropriate quantities for the purpose of descriptive modeling).

4)  Student develops **two** measurable objectives for session #2 of the structured group program that supports the established goal (**one** school counseling content and **one** language arts content).

**School Counseling content:**

Students will have picked one career choices and work toward planning an effective goal setting strategy that will help then have a successful high school experience (CA1.1 Develop skills to locate, evaluate and interpret career information, CA1.5 Learn to make decisions, CA1.6 Learn how to set goals).

**Language Arts content:**

Students will demonstrate effective organizational skills when researching careers independently 95% of the time with only minimal assistance from counselor or teacher. (NL-ENG.K-12.1 Reading For Perspective, NL-ENG.K-12.8 Developing Research Skills, NL-ENG.K-12.7 Evaluating Data)

5)  Student briefly describes the importance of data-driven, needs-based programming that clearly aligns professional school counseling with the mission of schools.

School counseling is a branch of the school's mission and without keeping this in mind programs implemented by school counselors will surely lose focus and steer students off course as well as committing an injustice to the counseling profession, the school, community, and district in which it serve.  School counselors need to make sure that any and all programs are based on data driven research that is sound based with successful and productive outcomes.  That is why, it is important that counselors not only use data and implement it, but collect data during programs to enhance more productive programs for future students.  By using data effectively counselors can provide much need assistance for students therefore, supporting the school mission and educational goals as well as providing adequate information to the appropriate administrators in the school’s district. School counselors have a high level of accountability to uphold when implementing programs and reporting results.

### Component #2: Research- Supported and Standards-Based Content

1)  Student provides step-by-step process and activities to be covered in session #1 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, Professional School Counseling. Cite/attach handouts to be used.

**Title of Session #1:   ”Genuine or Counterfeit”**

**Brief Summary of Session:  Research has been conducted on the outcome of student's being prepared for college and the results were disappointing. While many students may complete four successful years of high school with a high GPA that does not mean that they are fully equip for post-secondary education. There are academics and social gaps when it comes to preparing high school graduates for college. In the first session members of the group will be explained group guidelines, confidentiality and any questions or concerns will be addressed. The icebreaker will be getting group members to brainstorming about "What I want to be when I grow up and how am I going to get there?"**

**Theoretical Orientation**

**Reality approach will be implemented during the first initial stage to help members understand their actions and whether they believe that it will get them where they want to be in the future. This approach in the beginning will help group members understand that they are responsible for what they learn and must take an active participation in achieving whatever they choice will be.**

**Person-Centered approach will tie in with reality and solution focused approach because it will be implemented to give group members power over their life, in the here and now. They can make changes because** it is not the technique that is facilitated by the school counselor, “the new wonder drug, nor the DSM diagnosis” but it is the student gaining the tools for self-healing, combined with healthy relationships that bring about constructive action (Graf, 2012).

**Solution-Focused approach will also be implemented during this program to show that problems will occur but when educated with the right tools and attitude. Problems can be solved in healthy ways that promote growth and satisfaction.**

**Specific Group Technique:**

**Reality: During this session humor, paradox and skillful questioning will be implemented.**

**Person-Centered: This session will focus on the here and now, push members to think deeper about their situation in hope of change behavior.**

**Solution-Focused: The Miracle Question is always a great way to bring students into focus.**

**Structure:** This College Readiness psycho-educational group will only meet for six sessions.  The group will meet once a week on Tuesday for one hour at 1:45-2:45 pm during Learning Strategies (fancy name for Study Hall) in one of the school's private conference rooms. These sessions will begin by using traditional methods of researching and brainstorming about career exploration, then the group will move toward conducting research by using school supplied notebooks or COWs (meaning computers on wheels).

**Materials/ Media: Materials that will be used during the beginning sessions are magazines, glue, poster board, and scissors. A video will be used called “Preparing for college 9th grade.**

**Core ASCA Standard(s):**

**Academic:** A1.2 (Display a positive interest in learning)

A3.1 (Take responsibility for their actions),

**Personal/Social**: A1.1 (Develop positive attitudes toward self as a unique and worthy person)

A1.4 (Understand change is a part of growth)

B1.3 (Understand consequences of decisions and choices)

**Career:** A1.2 (Learn about the variety of traditional and nontraditional occupations)

A1.4 (Learn how to interact and work cooperatively in teams)

A1.6 (Learn how to set goals)

**Core State Academic Standard(s):**

Language Arts: 9.1 i) Give and follow spoken directions to perform specific tasks, answer questions, or solve problems.

9.1 j) Use a variety of strategies to listen actively.

Math: 8.14 The student will make connections between any two

representations (tables, graphs, words, and rules) of a given relationship.

**Objectives: Enhance the student’s ability to explore careers.**

**Develop the importance of setting good career goals and gaining skills necessary to reach their goals.**

**Assessment**:

During this session I will basically observe the group members and try to figure out if they understand the reason for needing to be prepared for college.

**Procedures/ Instructional Strategy:**

**During the first session the group with open with sharing information about the reason he or she was referred to participate in the College Readiness group. These students will not have made a career decision and at this stage they can either decide to participate or opt out. The focus will be on encouraging and giving students the tools to make an informed decision about being prepared for their life after high school. Confidentiality will be explained and group rules will be outlined by the group members. The group members will then be given materials to draw and outline their family tree based on family members who are currently or were previous in a successful career field. Each group member will share their family tree and explain their future goals while receiving feedback from other group members. The first session will end by addressing any questions or concerns that students might have. The group will evaluate what occurred during the session and be reminded of confidentiality.**

**Homework/ Ownwork**:  Students will conduct research during their Learning Strategies class to explore interested career goals.  Students will bring three interested careers to the next session for the group to explore and give positive feedback trying to narrow down the list to one potential career.

2) Student provides step-by-step process and activities to be covered in session #2 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, Professional School Counseling. Cite/attach handouts to be used.

**Title of Session #2:   ”Genuine or Counterfeit” continued...**

**Brief Summary of Session: During this session students will be reminded of group guidelines and confidentiality.  The group will begin by recapping what happened during the last session and address any questions or issues that have happened since the last meeting. Once all questions have been addressed, students will report on the outcome of their homework assignment. Then as a group each student will brainstorm and explore how they plan on reaching their career goals. The school counselor will write the ideas on the whiteboard and provide suggestions as well. Student’s career choice will be used to work toward completing a PowerPoint portfolio, which will be used for future reminder as students move through their high school years.**

**Theoretical Orientation:**

**Person-Centered approach will tie in with reality and solution focused approach because it will be implemented to give group members power over their life, in the here and now. They can make changes because** it is not the technique that is facilitated by the school counselor, “the new wonder drug, nor the DSM diagnosis” but it is the student gaining the tools for self-healing, combined with healthy relationships that bring about constructive action (Graf, 2012).

**Specific Group Technique:**

**Person-Centered: This session will focus on the here and now, push members to think deeper about their situation in hope of change behavior.**

**Solution-Focused: The Miracle Question is always a great way to bring students into focus and it is quick technique to use.**

**Structure:** This College Readiness psycho-educational group will only meet for six sessions.  The group will meet once a week on Tuesday for one hour at 1:45-2:45 pm during Learning Strategies (fancy name for Study Hall) in one of the school's private conference rooms. These sessions will begin by using traditional methods of researching and brainstorming about career exploration, then the group will move toward conducting research by using school supplied notebooks or COWs (meaning computers on wheels).

**Materials/ Media:  The second session will be implemented through the use of the school notebooks or laptops. Students will begin researching and developing a PowerPoint of their chosen career to share in a later session.**

**Core ASCA Standard(s):**

**Academic:** A3.1 (Take responsibility for their actions),

B1.2 (Learn and apply critical thinking skills),

C1.6 (Understand how school success and academic achievement enhance future career and vocational opportunities)

**Personal/Social**: A1.3 (Learn the goal-setting process

A1.4 (Understand change is a part of growth)

B1.2 (Understand consequences of decisions and choices)

**Career:** A1.1 (Develop skills to locate, evaluate and interpret career information)

A1.2 (Learn about the variety of traditional and nontraditional occupations)

A1.3 (Develop an awareness of personal abilities, skills, interests, and motivations)

A1.4 (Learn how to interact and work cooperatively in teams)

A1.5 (Learn to make decisions)

A1.6 (Learn how to set goals)

A1.7 (Understand the importance of planning)

A1.8 (Purse and develop competency in areas of interest)

B1.1 (Apply decision-making skills to career planning, course selection and career transition)

B1.2 (Identify personal skills, interests, and abilities and relate them to current career choice)

B1.3 (Demonstrate knowledge of the career-planning process)

B1.5 (Know the various ways in which occupations can be classified)

B1.6 (Learn to use the Internet to access career-planning information)

B2.1 (Demonstrate awareness of the education and training needed to achieve career goals

B2.2 (Assess and modify their educational plan to support career)

B2.4 (Select course work that is related to career interests)

B2.5 (Maintain a career-planning portfolio)

**Core State Academic Standard(s):**

9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product.

9.8 a) Use technology as a tool for research to organize, evaluate, and communicate information.

10.1 The student will participate in, collaborate in, and report on small-group learning activities.

10.1 e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal

7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.

**Objectives: Students will enhance their research skills and understand the importance of being consistence.**

**Students will understand the importance of hard work and that happy and successful futures come from being focused and involved.**

**Assessment**:

The assessment for this session will be done through journaling to makes sure that group members are gaining knowledge and skills that they can independently conduct research on their own.

**Procedures/ Instructional Strategy:**

**During the second session the group with open with reminding the students about confidentiality and the group rules that where outlined. I will ask the group members if they have any questions or concerns since the group last session together. If there is no questions the students will be asked to share the three careers that they decided on. The group members will work together to help students narrow down their list to one career. Once each member has decided on their top career that they would like to pursue then each student will be given a notebook. Students will then begin researching their career to see what type of courses they will need to take during high school to reach their career goal. The session will end by addressing any questions or concerns that students might have. The group will evaluate what occurred during the session and be reminded of confidentiality.**

**Homework/ Ownwork**:  With the assistance of the Learning Strategies teacher students will continue to work on careers and bring any new information to the next session where questions and concerns can be address as a group.  The students should continue to work on the PowerPoint.

3)  Student identifies ASCA Standards and core academic standards covered in Session #1 and Session #2.

**Academic:** A3.1 (Take responsibility for their actions),

B1.2 (Learn and apply critical thinking skills),

C1.6 (Understand how school success and academic achievement enhance future career and vocational opportunities)

**Personal/Social**: A1.3 (Learn the goal-setting process

A1.4 (Understand change is a part of growth)

B1.2 (Understand consequences of decisions and choices)

**Career:** A1.1 (Develop skills to locate, evaluate and interpret career information)

A1.2 (Learn about the variety of traditional and nontraditional occupations)

A1.3 (Develop an awareness of personal abilities, skills, interests, and motivations)

A1.4 (Learn how to interact and work cooperatively in teams)

A1.5 (Learn to make decisions)

A1.6 (Learn how to set goals)

A1.7 (Understand the importance of planning)

A1.8 (Purse and develop competency in areas of interest)

B1.1 (Apply decision-making skills to career planning, course selection and career transition)

B1.2 (Identify personal skills, interests, and abilities and relate them to current career choice)

B1.3 (Demonstrate knowledge of the career-planning process)

B1.5 (Know the various ways in which occupations can be classified)

B1.6 (Learn to use the Internet to access career-planning information)

B2.1 (Demonstrate awareness of the education and training needed to achieve career goals

B2.2 (Assess and modify their educational plan to support career)

B2.4 (Select course work that is related to career interests)

B2.5 (Maintain a career-planning portfolio)

**Core State Academic Standard(s):**

9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product.

9.8 a) Use technology as a tool for research to organize, evaluate, and communicate information.

10.1 The student will participate in, collaborate in, and report on small-group learning activities.

10.1 e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal

7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.

4)  Student discusses the importance of supporting theoretical orientations and techniques in school counseling prevention and intervention programs.

The importance of understanding theoretical orientations and techniques during school counseling sessions is important because counselors can use data to help confirm the already existing data based on the results of a program. By supporting theoretical orientations and techniques it further helps school counselors to empower their students, teachers, and support the mission of the local district through offering successful programs which improve students’ academics, social, and career goals. Theoretical orientations and techniques are the foundation of a school counselor’s program because there are so many different theories and techniques that can be used to relate to students. Counselors must be familiar with theoretical orientations and techniques because school counselors are not trained in certain theories and they must know when to refer students. School counselors are bound by ethical standards and they must be followed with caution and every State has different laws that must be followed.

**Component #3: Ethical, Legal, Multicultural**

1)  Student identifies ethical and legal considerations in group work with minors in the schools and those specific to this group program.

The most important ethical and legal consideration in this group is confidentiality.  Students will be explained the purposes, goals, and techniques and rules that will apply to participating in the group. I will also explain to students that they are not obligated to stay in the group and can drop out at any time. I will encourage students to stay in the group because the benefits will be great and it will be an opportunity to overcome social fears and learn how to break traditional concepts. The group will not tolerate any prejudice or biases behaviors toward any group member. When sharing personal information about family members current economic status the group members will be reminded of confidentiality and that everyone is different but most importantly is that they must be respected.

During group counseling the most important ethical standard is to do no harm and to protect all stakeholders. According the Code of Ethics as outlined by the ASCA (2005) it is the responsibility of the school counselor to protect each students and have concern for academic, educational, career, personal, and social needs that encourages the maximum development of every student. The school counselor is to follow all state and local laws when it comes to releasing information about a student to parents. Confidentiality when conducting group counseling is not always unavoidable but it must be stressed throughout the entire group sessions. The focus of this particular group is to empower each student so they can achieve academically, socially, and personally.

2)  Student creates a signed consent form to be distributed to parents of students prior to participation in group counseling to include limits to confidentiality in group work (attach as a supplemental form in LiveText for this section).

**North Myrtle Beach High School**

**Parent/Guardian Consent for Individual and Group School Counseling Services**

This is to inform you that your student, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, has been referred to the school counselor by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for concerns related to:

Academic \_X\_\_         Behavior \_\_\_\_        Social \_X\_\_                         Personal \_X\_\_

School Counselor will conduct counseling services via:

  \_\_\_\_    Individual counseling         \_\_\_\_\_ Small group counseling sessions

Topics to be covered during the counseling sessions may include one or more of the following:

\_\_\_\_ Emotional Concerns                            \_\_\_\_ Academic Performance

\_\_\_\_ Behavioral Concerns                            \_\_\_\_ Interpersonal Relationships

\_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Counseling sessions are generally 30 -60 minutes. All counseling sessions will take place in the school building in an atmosphere that supports the confidential nature of the sessions.

**Confidentiality:**

It is the ethical and legal responsibility of the counselor to safeguard students from unauthorized disclosures of information given in the context of counseling sessions. Therefore, information revealed between the counselor and student during the counseling session is confidential.  It is the counselor’s hope that the parent, teacher, and/or administrator be involved in the helping process while maintaining counselor-student confidentiality.  The limitations to confidentiality include:

1. When student poses danger to self, others, or the property of others.
2. When counselor suspects abuse or neglect.
3. Upon authorization of parent/student.
4. Under court order.

In some circumstances school counselors may be required to breach confidentiality as a matter of school policy. These limitations will be discussed with students during initial counseling sessions. Also, in group counseling sessions, the importance of confidentiality is stressed but cannot be guaranteed between group members.

**Consent:**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read and understand the contents of this informed consent.

            (Please print name)

I give my child permission to participate in the proposed counseling activities.

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Date: \_\_\_\_\_\_\_\_\_\_\_

3) Student identifies how the group program is culturally sensitive, describes how issues of conflict, bias, prejudice, oppression, and discrimination are to be addressed during group, and identifies strategies included in the group program that promote a positive, caring, and safe learning group environments.

This group program is going to be based on student's needs and is going to be implemented to address all students who need assisting determining a future career path. This group program is going to be an extension of the goals that are based on the student’s career choices.  The program is going to be based on teacher recommendations, report cards, and assessments scores as well as for students who just want to gain more knowledge of how to become college ready.  This program is not culturally sensitive and will be available to all students based on previous guidance notes of those students who are undecided about career goals. The group program will be blended with all cultural background of available participants. Students will learn to show empathy towards others and those who are not willing to cooperate will be removed from the program after three warnings.

4) Student discusses the importance of carefully considering issues related to ethics, legal, professional, and cultural significance in the group process from making group opportunities available and member selection to group termination.

This group program will focus on all students and their needs for exploring a future career.  Since this program is focused on ninth graders it will not be culturally sensitive because it will be open to all ninth grade students who are undecided about a career choice.  The participants will be referred based on school assessments scores.  The environment will be during school hours and the students can learn to trust others to help with narrowing down potential career options through positive feedback.  This program is not only going to promote career awareness it is going to allow students to build social skills among their peers.  However, if any issues of conflict were to arise they will be handled in an appropriate manner to promote health and wellbeing of everyone involve in the group.

### Component #4: Program Evaluation

1)  Student creates a pre-post measure for session #1 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).

Pre-post measure for session #1

1. Which are the following are college readiness skills?
2. preparedness
3. laziness
4. critical thinking
5. both a and b
6. Participating in this group has help me to understand how important it is to
7. research goals.
8. take my future success seriously.
9. to evaluate and ask questions.
10. all the above

2)  Student creates a pre-post measure for session #2 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).

1. Career exploring is
2. boring.
3. a waste of my time.
4. beneficially for a successful future.
5. both a and b
6. Going to college means that I am (an) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ individual.
7. intelligent
8. a hard worker
9. mentally ready
10. determined

3)  Student briefly describes the importance of program evaluation and outcome-driven programming in professional school counseling

According to ASCA (2009), school counseling program developed and implement data/need-driven, standards-based and researched supported programs. This is important for effective school counseling programs because it allows for new ideas and better outcome when serving students, parents, community, and the school district. Program evaluations also help monitor student progress to ensure that all students receive what they need to be successful when attending school. Program evaluation should that a school counseling program is impacting students. It is important because it allow the school counselor to recognize weakness in the academic setting; therefore making changes to the program. Program evaluations consist of the school counselor evaluating the process, perception and results immediately, intermediately, and over the long range to ensure if impact is occurring.

### Component #5: Scholarly Writing

**Student uses correct grammar, punctuation, sentence structure, and spelling.**

**Student includes at least three peer-reviewed journal articles to support group content and choice of theoretical approach and techniques—best practices.**

Students please contact the writing center, publisher of the journal, or research the journal using the Internet to determine if your selected journal is peer-reviewed.

References

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